MSMC

MAGAZINE

Archives MSMC

Mount
St. Mary's
College
and Alumnae
Association
Publication

Fall 1986
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Science & The Imagination

Some Values Defy Time and Change

1987 or 1967 ?
Dedication to the liberal arts means commitment to things of the mind and spirit; an awareness that cherishes the past, leans with urgent hope to the future, lives with vital enthusiasm in the present.

• • •

How can one have a zest for mosquitoes, or involve oneself intensely with protein analysis? The secret is partly the human urge to explore, partly a fever of concern to make the world a place better for living. Generous government grants in biology and the physical sciences have financed research and made breakthrough discoveries possible for students and faculty.

• • •

Since 1925 Mount St. Mary's has served as a center of creative thought and vital communication for thousands of young women.

This current magazine cover photo and the above excerpts are reprinted from a glorious 1967 college art calendar because they so fully illustrate our opening article on the Humanities, by Elizabeth Sewell, as well as our 1986 "Some values" advertising tag done by the L.A. Times creative graphics department, with Sister Anne Marie.

The 1967 credits: Marviu Silver photography, Sister Laurentia copy writing, Mits Kataoka calendar design concept. For other Marvin Silver photos with Mount studeuts looking as contemporary as today, enjoy turning to page 18 of the alumnae section.

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Newton & Blake

OR, WHAT ARE THE HUMANITIES?

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BOSTON UNIV. PHOTO SERVICE

By Elizabeth Sewell

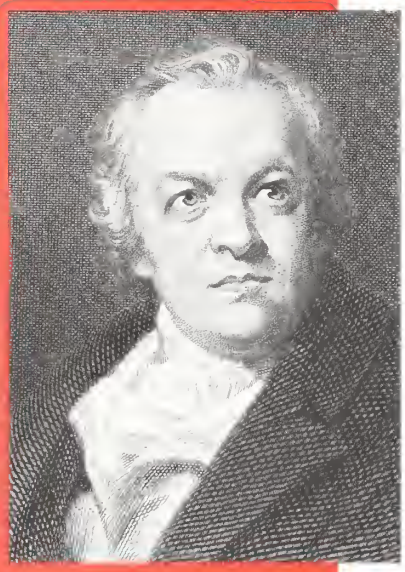
Poet, critic, and educator, Elizabeth Sewell has been humanities professor at Fordham and Hunter universities in New York City, and at the University of North Carolina, Greensboro.

During the January Interterm at the Mount next year, a group of us will be studying Newton and Blake. Why these two, as a very literate friend of mine asked me in puzzlement last week, and why paired up in this way? If I were to answer, "As a way of looking at intellect and imagination," I fear that most people would think: "Ah yes, Newton = Intellect, Blake = Imagination." Absolutely not. So let me come at this project via a small prologue.

In March and April of this year I was teaching a six-week course for adult students in Mercer University, Macon, Georgia. These students were headed for an M.A. in general humanities, and the title assigned by the Department for our work together was *History and Philosophy of the Liberal Arts.* The first point we noticed in class was how vague we all were about just what the Liberal Arts might be. Are they simply everything in education which is not science, hard or soft? Are they co-terminous with the "Humanities"—and then what might the Humanities be? Again, all that is not science and if so, is Science an In-humanity, even if only by implication? These questions compel us to think, at the same time, about the powers of the human being, body, mind and spirit, and about the nature and roots of education. Not a bad thing perhaps.

My class and I noticed also how the Humanities seem to come and go in this country in terms of educational fashion. About fifteen to twenty years ago they were out (was it Sputnik?). Vocational and pre-professonal training, business, mathematics, were in. Now computer sciences is in, very much so, but Humanities seem to be making something of a come-back. This waxing and waning, however, helps none of us to be clear about the nature of the mind or the nature of education. To get something on a firm basis, as we hoped, the class and I went back to the Seven Liberal Arts, of classical and medieval times. And at once our rough distinction between Arts and Sciences, Humanities and Sciences, fell away.

The classic seven are: Grammar, Rhetoric and Dialectic (or call it Logic), constituting the *Trivium*, and Arithmetic, Geometry, Astronomy, and Music, constituting the *Quadrivium*. Upsetting also was a closer look at the word "Liberal" as in Liberal Arts. "Free," the class and I said to one another, "freeing, freedom-giving;" true, but in fact *liberal* here is offset against a troubling opposite, *servile*. In the tradition of those who have thought and written about this, from the Ancients to people like John Stuart Mill or Cardinal Newman, a liberal education is one that is pursued for its own sake, freed from the (servile) preoccupation of making a living. Many in my class were almost certainly pursuing a higher degree in order to advance their careers and this aspect of our subject matter gave us much food for thought, tough food at that.



William Blake
1759–1827

These are some examples of the kinds of questions which will haunt the Newton-Blake venture. What we have in these two is a pair of towering geniuses (each of them more than a little crazy as this world goes), about whom most of us know really very little. Does a standard education back away from minds like these? Coleridge would call them "divinities of the intellect"—"your divine treatise," as Halley writes to Newton in 1686 when the latter's *Principia* was being prepared for publication; "a Prince among Princes," Blake quietly styles himself in a letter to a friend, 1803. For us they will be sources in whom to observe the nature and power of imaginative thinking, in them and, *mutatis mutandis*, in ourselves.

If we have been taught anything about Blake other than compulsory dips into *Songs of Innocence and Experience* in a course on the English Romantics, we may have been led to believe that Blake attacks Newton and all he stands for. It fits our unfortunate principle of keeping imagination and intellect segregated from each other. Yet this is not how Blake stands in relation to Newton, nor how imagining and thinking connect either.

Let us begin with the picture Blake painted of Newton, as he imagined him, in 1795, reminding ourselves thereby that Blake is artist as well as poet. He depicts Newton as a muscular young man sitting naked on a ledge of rock. Careful attention clues us in to the fact that we are not on the sea shore but actually on the sea bottom, under sapphire and indigo depths of water which form the background of the painting. Water, in the traditional symbolism Blake is using, stands for Matter; so Newton is sunk in materiality, and intent upon mathematics, for the crouched figure bends forward to draw geometric diagrams, curiously mirrored in his own bodily posture, with gold compasses on a sheet or scroll spread out on the ground before him. Every detail in Blake's art carries meaning, and I cannot pause to point out all the significances, many of them negative such as the sharpened nose, the polypi growing on the rock, the cloth hanging down behind the head, the compasses grasped in the left hand. Yet there is real ambivalence, for, as certain commentators have pointed out, Blake gives Newton a face (apart from the pointed nose) and a shock of red-gold hair not unlike his own, while the whole design, in form and color, is unquestionably beautiful.

Blake certainly does attack Newton throughout his work. Sometimes the scientist occurs alone: "May God us keep / From single vision and Newton's sleep." Sometimes he is coupled with Locke: "the Wilds of Newton & Locke"; sometimes in a trio with Bacon: "To cast off Bacon, Locke & Newton from Albion's covering, / To take off his filthy garments & clothe him with Imagination." Newton is for Blake the very embodiment of that idolatry of intellect divorced from imagination, feeling, and instinct, which has led us all into our modern world of science, technology, materialism, empire. (This poet's works are not called "Prophetic Books" for nothing.) We could add modern education to the above list.

On the cosmic level Blake figures this deformation as the rebellion of one of the Four Zoas, "giant forms" which in his universe permeate and order Nature and ourselves. Urizen, the starry intelligence, belongs in the south, as one out of four great powers, no more. But then Urizen begins to say, "I am God!," remakes the universe out of intellect alone, and takes over the north, Pole Star and pivotal compass point where Los, the poetic spirit, properly belongs. The usurping Urizen is not, of course, true God; rather,

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Blake says, he is Satan. At the psychic level Blake gives each of us humans a fourfold nature also. Here the intellect in isolation is called the Spectre, and the same thing happens:

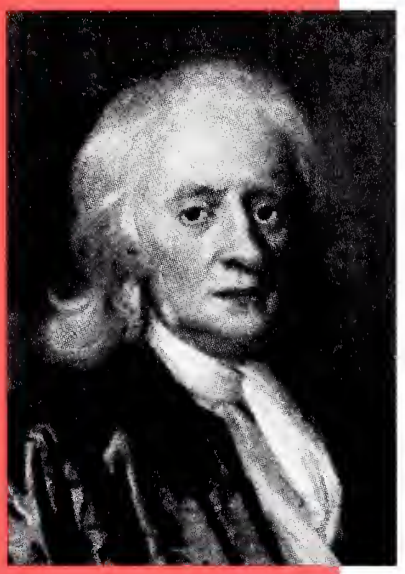
But the Spectre, like a hoar frost & a Mildew, rose over Albion,
Saying, "I am God, O Sons of Men! I am your Rational Power!
Am I not Bacon & Newton & Locke...
Who teach Doubt & Experiment? ***Jerusalem*, Plate 54, 15–18**

Once again there is Newton at the heart of our disorder in Blake's diagnosis.

This is not Blake's last word, however. An eminent critic writing some years ago claimed that a special place in Blake's Hell would have been reserved for Newton. The exact opposite is the case, as the last few pages of *Jerusalem*, Blake's latest and most glorious work, make clear. We have arrived at the Last Judgment, though this is for Blake not merely the end of all things but any piercing moment of change, repentance, revelation. All things will be restored by and in Jesus who is the Divine Imagination, and in that cataclysmic renewal

The innumerable Chariots of the Almighty appear'd in Heaven,
And Bacon & Newton & Locke, & Milton & Shakespear & Chaucer,

all revealed in one chariot, one line of poetry, going up to Heaven even if fighting all the way, which would agree with Blake's vision of Heaven since it includes "mental strife" in the cause of truth. Far from consigning Newton to Hell, Blake sweeps him up into Heaven.



Isaac Newton
1642–1727

The question arises: How much of Newton did Blake know? It is clear to any student of the Prophetic Books that Blake had read the *Opticks* carefully if cantankerously. Donald Ault, himself a physicist, suggests in his work on Blake and Newton, *Visionary Physics*, that he knew much more than this and intended to counter Newton's mechanics and the mind-set behind them by a developed system of his own. Blake would have known the "official" Newton of his day who is still pretty much the Newton of ours—the founder of the mechanical model of the universe, the deist, the epitome of rationality, of *Hypotheses non fingo*, etc. Yet vast as Newton's mathematical genius is, it is only a smallish part of the whole man. There are other and much more extensive sides to him: his work on Biblical chronology, his lifelong study and years of experimenting with alchemy, his immersion in occult and magical lore, that *prisca sapientia* which convinced him, as he declares in the unpublished Scholia to the *Principia*, that his discoveries were in fact only re-discoveries of matters already known in ancient times to sages such as Orpheus, Pythagoras, and Moses. (The latest word, which I heard Professor Betty Jo Dobbs announce in a recent lecture, is that he also worked copiously, as befits a Pythagorean, on music, and some of these manuscripts will be published before long.)

This other Newton, so unrespectable scientifically speaking, is only now in our day beginning to be recognized; Blake, in his, cannot have been aware of him. Yet this is where that shadowy likeness between painter and subject in Blake's picture returns to mind. How much they seem to share! Both learned, their studies overlap to a remarkable extent: the Bible, mythology, Ovid's *Metamorphoses*, ancient languages, Gnosticism, the Cabbala, the whole Neo-Platonis and Hermetic tradition.

More importantly perhaps, they also share much of the vision which underlies this approach to the universe. Newton was never the mechanist, or deist, so many Newtonians and Blake thought him. His biographer, Frank Manuel, calls him outright an animist who saw everything as in some sense alive. Blake in his turn beautifully transforms Newton's particles of light into living forms:

Amaz'd & in fear
I each particle gazed,
Astonished, Amaz'd;
For each was a Man,
Human-form'd...

and can add, "Rivers, Cities, Mountains, Villages, / All are human," just as Newton in the Queries appended to the *Opticks* speaks of Nature as "delighted with transformations." If for both men the universe is alive, there lurks always in that great working metaphor the spiritual also, beyond or within the corporeal. Blake insists constantly upon the primacy of Spirit—"The Natural Body is an Obstruction to the Soul or Spiritual Body"—and upon the need to look *through* rather than *at* Nature's lovely forms, *translucence* as over against *opakeness*. It may surprise us more to find Newton claiming that bodies might be thought of as condensed light, again in the *Opticks* Queries, and that they might revert to light once more, while a modern editor reminds us of Newton's constant preoccupation with God in all editions of the *Principia*, again to some scientists' discomfort. The Hermetic dictum, "As above, so below," which Blake glances at in the motto to the *Book of Thel*,

Does the Eagle know what is in the pit?
Or wilt thou go ask the Mole?

may lie behind Newton's alchemical researches into the minute properties of matter. William Stukeley, who knew him, suggests that Newton, having settled the business of the heavens, believed that by that very knowledge he might also unlock the secrets of "the ultimate components of matter," and took the path of alchemy as a means of exploring that corresponding mystery. *Expansion* and *contraction* are key words in each man's thought, and again they bear a curious resemblance to one another.

Einstein speaks of Newton as an artist, with his "joy in creation and his minute precision." Blake for his part would respond, "Beauty resides in Minute Particulars," and he ends his long unfinished Prophetic Book, *Vala or the Four Zoas*, with the words, "Sweet Science reigns." So, where do the Humanities or Liberal Arts stand? Right in the middle, surely, of what is a fundamental unity. My Mercer students and I took for our last reading the Introduction and the Appendix (a Memorandum circulated to the Regents of the University of California, August 1978) in *Mind and Nature* by Gregory Bateson. An eminent scientist who begins his book with a quotation from St. Augustine, asked a class of psychiatrists to define two terms, *entropy* and *sacrament* (they flunked both, he reports), and says that all our present-day education is obsolete, in part because it does not train our minds to a vital and positive equilibrium between what he calls "rigor and imagination"—what a delight such a scientist is, and how helpful!

We may hope that Newton and Blake will help us to move in this general direction.

Hewlett Challenge Replaces NEH

The 1986–87 annual fund drive focuses on a new challenge: to match a grant from the William and Flora Hewlett Foundation which would establish a discretionary fund for the college president to strengthen the quality of the Mount's academic program. The Hewlett Foundation will contribute $250,000 to be matched by the college with new money totaling $750,000 to be raised over a period of three years.

The overall goal for the 1986–87 annual fund is $500,000 and reflects the base as well as the increased giving needed to earn the grant. The goal has been divided among the fund raising constituencies as follows: for the alumnae $140,000, friends $240,000, trustees and regents $40,000, parents $40,000, and corporations and foundations $40,000. A substantial portion of the 1985–86 Hewlett goal was achieved through the proceeds of the 60th anniversary auction.

Originally the annual fund constituencies would have faced a dual responsibility this year. Fortunately, the campaign to match the National Endowment for the Humanities (NEH) grant has been successfully completed one year ahead of schedule. Thanks to a concerted effort by alumnae, parents, and friends of the college, goals in each of the three years of the project were exceeded. The remaining $175,000 will be raised by gifts already pledged for this purpose.

SISTER ANNE MARIE

Early '87 shows:

Faculty Exhibit
Jan. 12–Feb. 1

Works on Paper
Feb. 9–Mar. 8

Drucker/Geer
Mar. 15–Apr. 12

Gallery director is Olga Seem, pictured at left.

Olga Seem is artist/curator

Artist Olga Seem is directing the exhibition program at the Drudis-Biada art gallery, Chalon campus. With baccalaureate and masters degrees in art from UCLA, Seem is also art professor emeritus, Los Angeles City College.

Having opened the year with selected works from the Gene Mako Collection, Seem has arranged for recent paintings by Richard Sedivy and Peter Zokosky, Nov. 3–Dec. 7, with an opening reception on Monday evening, Nov. 3, 7–9 pm.

OLGA SEEM

"Mountain Tide" —above, is her 1986 oil on canvas, 23"x 51". Seem has a solo show at the Gorski Gallery, in Hollywood.

In her own work, Seem has had solo exhibitions of her paintings throughout California, and has had group shows with artists from New York to Oregon. She is frequently featured in Artweek, and is always included in comprehensive catalogs of Los Angeles artists. In April she was featured in the L.A. Times "Galleries" column.

Archbishop Mahony:
Corporate leaders morally responsible for workers, he says

By Timothy Carlson
Herald staff writer

This Oct. 15 article by Timothy Carlson, Harvard graduate and seven-year writer with the Herald-Examiner, is reprinted with the publishers' permission. A City News Service writer in the audience put his story on the city wire and it was reported by electronic media.

Business and industry must assume moral responsibility for economic actions that affect people's lives, Archbishop Roger Mahony told an audience of Catholic college students yesterday.

"Capitalism as a system has an enormous amount to offer...and it has the capability to do more," said Mahony.

Business decisions have an enormous moral and ethical impact, said Mahony, citing as examples factory closures in one-industry towns and union-breaking campaigns that result in lower wages.

"There is a moral and ethical dimension to the marketplace," he said. "We cannot compartmentalize religion to a small part of our lives, separate from the rest."

Speaking to about 400 students and administrators at Mount St. Mary's College, Mahony said the American Catholic bishops are developing a pastoral letter on the economic justice that will make these points.

"The government says that 33 (million) to 35 million of us live below the poverty line," said Mahony. "We say, that in a country of our resources, that's simply not defensible.

"For those who wish to work, and are capable of working, full employment is a right, not just a goal."

The forthcoming pastoral letter, to be titled "Justice in the Marketplace," will be the second major pastoral letter to be issued this decade. In 1981, a similar wide-ranging position paper addressed the moral issues raised by the arms race. Mahony said that after a conference of bishops next month, the Catholic Church will issue the document, placing particular emphasis on students.

"Our discipleship in Christ demands we bring the Gospel to all contemporary issues and places," said Mahony. "The economy itself is not a sterile subject outside the realm of ethical and moral dimensions. The Gospel itself is totally involved in modern issues regarding the economy."

In his speech, Mahony said the document would speak strongly against dull and dehumanizing work, low wages, unemployment, individual and corporate ethics, lack of child care and the destructive effect of a polarized economy on the marriage.

Mahony said the letter would particularly address the problem of the growing number of the poor and single mothers and their children.

Citing gospel parables such as the rich man and Lazarus, Mahony said he was surprised to discover how much of the teachings of Jesus Christ addressed economic issues.

Addressing the problem of the disappearing middle class, Mahony said the country is fast becoming "a two-tiered economy" in which the rich get richer and the poor get poorer.

"Someone gets a job making french fries at Wendy's, and that's all they'll ever get to do there," said Mahony. "There is no future awaiting them."

Mahony said that although the Southern California economy is not as hard pressed as other areas, there are similar problems.

"The impact of large corporate takeovers can be astounding," said Mahony. "In some cases, stores will be closed long enough so that new employees must be rehired—without union benefits. That is a very, very disturbing trend."

Mahony said that corporate leaders must be morally responsible for the fate of thousands of workers during a plant closing. Mahony said businesses must plan for workers' retraining, seek out and provide new employment possibilities, and not just pack up and leave.

Los Angeles

Herald Examiner,

Tuesday,

October 14, 1986

Around the Clock

New residence directors Leslie Bartosch (left) and Mari Wadsworth plan the residental community life program for the three dorms on the Chalon campus.

Leslie, by day, and Mari, by night, coordinate programming, staff development, and educational and social functions for residence life.

Leslie comes from being assistant director at Loyola-Marymount. Mari, from athletics as well as academic counseling at Ohio State, is an athletic instructor and coach at the Mount.

Regents On The Ball

College regents, that all-important support/advisory group at the college, set their annual black-tie dinner and dance at the new Century Tower Ballroom, Oct. 24, with the Horace Heidt, Jr. orchestra. Star of the evening's entertainment was Karla Ross '84 music alumna.

At the Regents pre-Ball party, proud grandparents Mary '83 and Jim Hesburgh receive news of the birth of Mary Flaherty, their third grand-daughter. Later on, little Mary and her two cousins, accompanied by parents and grandparents, made the trip back to Notre Dame so Uncle Ted could do the christening honors.

Enjoying a successful repeat performance as Founders Ball chairman, Roger Hughes shares the evening with wife Katherine, and her sister, Sister Catherine Therese Knoop.

Hostess Mary Lou Melanson checks with Peter Keller, chairman, and other regents at her Brentwood home. Party agenda includes all details for the annual Founders Ball.

SISTER ANNE MARIE PHOTOS

Raising funds for scholarships

Awards for Scholars

Eighteen new President's Scholars in the 1986 freshman class represent 12 different majors.

Planning to major in business are Leah Caro, San Dimas; Pamela Dupasquier, Milwaukie, OR; and Tina Lomando, Rowland Heights.

Future nurses include Cassandra Larson, Garden Grove; and Josephine Mina, Tustin; while Edith Arguelles, San Gabriel; Kelly Kitajima, La Palma; and Deborah Skeehan, Cherry Hill, NJ, have chosen to become physical therapists.

Aiming at the professions are Carmelita Indalecio, a pre-med freshman from Agana, Guam; and Raquel Wargo, a pre-law student from Simi Valley.

Liberal arts majors include Diamond Bar resident Amy Kuhnert in music; English major Ann Marano from Bonita; Rita Piumetti, Los Angeles, in political science; psychology major Stephanie Sartain, Los Alamitos; and Rachel Martinez, biochemistry major from La Puenta.

Three President's Scholars also received a Future Teachers scholarship: Deborah Dilloway, O'Fallon, IL, a mathematics major, and Francine Malinko, Burbank, a business major, who will teach in high school; and Jennifer Muravez, Eugene, OR, who plans to teach in elementary school.

Two other Future Teacher scholarship recipients are Carrie Nowland, Buena Park, and Elizabeth Rambo, Whittier, both preparing to become elementary school teachers.

Applications for the President's and Future Teacher's scholarships are currently available from the Admissions office: call 1-800-222-MSMC in California; or 1-800-633-8709 outside California.

Early September orientation for beginning scholars & parents & friends, more than 500 at the Chalon campus

▲ *Both Fidelia Duran, who has chosen nursing, and Juldene Doutherd, who has signed into math and history toward an education major, have already introduced themselves at the college alumnae table. They're handling the evidence: seal-imprinted coffee mugs to last all four years.*

Mass celebrant ▶ *Father Michael Sinteff waits while choir director Sister Teresita invites the congregation to join with her singers. In his homily, Sinteff asks the new students to "Be at home with God's love. Enjoy His home, in particular His presence in the Eucharist. Be home, free!"*

Family Day for Newest Students

SISTER ANNE MARIE PHOTOS

The Coe Library becomes a marketplace for every sorority and club on campus, just for the choosing.

Balloons, of course, mark the path from Mary Chapel to circle to library to theater—an airy welcome planned by the day's student director, Cathy Emley.

Pretty Tammy Tran, waving her hand at table center, has the greatest cheering section—her parents Lawrence and Catherine Tran, plus her seven older brothers and sisters, and nieces and nephews—traveling from Orange County to support Tammy's dream, medical school and practice.

Janeth Godoy, third year business major, has a word of counsel for Angela Linsey, whose decision could be flavored by the "sweet token" she picked up at a Greek sorority table?

About Houses At the Top

A final gift of $780,000 has been received toward the new Sisters' residence at Chalon. According to Sister Magdalen: "This completes our fund raising for this particular project. During the next five years we will be focusing on building the endowed scholarship fund."

The three houses that comprise the residence facility for the Sisters will be named in honor of Alice and Richard Aldworth, Fritz Burns, and Frances Morrow Yates.

Currently there are 57 Sisters at the college: 21 live in the new Chalon residence; 19 reside in houses on the Doheny campus; 7 live in the student dormitories on both campuses; and 10 commute to the college from other convents in the Los Angeles area.

Another Rose for Dr. Bonino

Da Camera director MaryAnn Bonino has a full schedule of Friday evening concerts planned for her Doheny series, October through May.

Her moveable musical feast of the Chamber Music in Historic Sites series will number 21 concerts this season, from the Higashi Hongwanji Temple in Little Tokyo to the Carousel in Santa Monica and the Blossom Room of the Roosevelt Hotel in Hollywood.

This year's candlelit concert in Mary Chapel, Chalon, features the Hilliard Ensemble program of Renaissance sacred music, Tuesday evening, Feb. 3.

At the Downtown Breakfast Club's annual bestowal of "Roses and Lemons," Dr. Bonino received a Rose for her continuing re-creation of "classical music in historic buildings around town."

Lively Lineup: Physical Therapy Faculty

Ever since their team appearance at the first faculty dinner, there's no mistaking newcomers Martha Jewett, Lynn Brown, Patricia Evans —department chair, Cynthia Moore, Denise Souey-Hansen, Margaret Mortimore.

In October, the team took their leadership skills and 20 upperclass students to the California chapter of the American Physical Therapy Association, held in Reno. The students came home with prizes, a scholarship, and a grand experience of networking with national professionals. Evans returned as the unopposed candidate for president of the state chapter.

Standing Room Only

The Summer '85 issue of MSMC Magazine carried a brief piece on the Donald and Patty Freed husband/wife teaching team as a combination of drama and psychology. The following letter is an update on the playwright role:

On July 23 a handful of Angelenos, including myself, had the pleasure of being in London for an event other than the Royal Wedding of Prince Andrew and Sarah Ferguson. Not long after the peeling of the Westminster Abbey wedding bells, Circe and Bravo, *opened at the Wyndham's Theatre in London's West End. Harold Pinter directed the play written by Mount St. Mary's College psychology instructor, Donald Freed, and starring American actress Faye Dunaway.*

Freed, who has had a number of his works produced in Los Angeles and other major cities, has been teaching psychology at the Mount since 1982. The London Times called Freed's script "literate and witty," and Dunaway's performance "sharp, mocking, persuasive and caressing." The production continues to be a box office and critical success in London.

Freed's Circe and Bravo *is a powerful dialogue between Dunaway, an American "First Lady" character and her White House bodyguard, sequestered at Camp David in the midst of a nuclear alert. Ms. Dunaway's portrayal of Circe marks her London stage debut. Her performance is convincing and emotionally taxing, as she explores her own psyche and that of her bodyguard. The Bravo character is a man of enigma, shrouded behind dark glasses and layers of psychological neutralization, and explodes as Circe breaks through his rigid psychological makeup. Bravo is hauntingly played by British actor Steven Jenn.*

Donald and Patty Freed (she is also a part-time psychology instructor at the Mount) made frequent trips to England during the Mount's spring semester. Appropriately, Donald was teaching Drama and Therapy, which is part of a psychology sequence he offers to upper division and graduate students.

Prior to the opening night production, Donald Freed and director Harold Pinter were not visible among the eager crowds. The California playwright, whom the British newspapers had characterized as the "sunburnt American author of outspoken and polemical writings," remained backstage for the intense two acts of psychological dialogue. Patty Freed was out front and in the middle of a gathering SRO *opening night crowd. She greeted the several of us who had traveled from California, as well as the dozens of other well wishers who have been a part of the Freeds' current English dramatic adventure. The juxtaposed names of Donald Freed, Harold Pinter, and Faye Dunaway sparkling on the impressive Wyndham Theatre marquee proved to be one more fulfilling credit in the lives of Donald and Patty Freed.*

Larry Ryan

Dr. Larry Ryan chairs the psychology department at Mount St. Mary's

Circe & Bravo
by DONALD FREED
Circe: Faye Dunaway
Bravo: Stephen Jenn
Director: Harold Pinter
Time: The 1980s
Place: The President of the United States' and the First Lady's lodge at Camp David Mountain Retreat

SISTER ANNE MARIE

Recognizing Cultural Riches

an interview with Sister Magdalen

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By Margaret Antczak

Margaret Antczak '75 majored in English and also has a teaching credential from the Mount. In her senior year she was elected to both Kappa Gamma Pi and Delta Epsilon Sigma.

The Consortium for the Advancement of Private Higher Education (CAPHE) has selected Mount St. Mary's College to receive $35,900 in matching funds to support the Faculty and Staff Development Program in Minority Cultures.

Michael O'Keefe, President of CAPHE, noted in his award letter that the "project impressed our reviewers as a sensitive and practical approach to building faculty and staff awareness of the needs of nonwhite students. The college's record of leadership in serving a multicultural population is already established; this project will enhance it."

The proposal outlines two basic goals. "The first is to make every member of the faculty and staff more effective in dealing with the cultural differences among our students. The second is to enable interested faculty and staff to research particular, practical topics related to minorities by awarding a stipend for summer study."

Proposed activities for the program include a workshop on cultural anthropology, a Fall keynote convocation on cultural diversity and education, and lectures by guest speakers of diverse ethnic backgrounds. The program will also support funded research by faculty on topics related to issues concerning minority students. Methodology workshops will help to translate new awareness of cultural differences into curriculum plans and teaching techniques.

The program began in the summer of 1986 and will continue through the 1986–1987 academic year and beyond.

SISTER ANNE MARIE

Culture and learning is the theme of Margaret Antczak's interview with Sister Magdalen, as well as the focus of the Consortium for the Advancement of Private Higher Education (CAPHE) grant project.

In a recent interview, Sister Magdalen Coughlin discussed the challenges faced by the faculty and staff in meeting the needs of an ethnically diverse student body and how the new program will address these needs.

Q. *What are the major challenges faced by Mount faculty and staff in meeting educational needs of minority students?*

A. The major challenges are understanding the other's culture and taking that into account in methodology and expectation. [Not in quality. I think there's nothing more irreverent or disrespectful than not to demand the best. So it's not a matter of quality.] It's a matter of approach. We simply have to become more global in our own minds. We need to stretch our students to become citizens of the world, and to feel some awareness of and responsibility for the larger issues beyond their immediate neighborhoods. We must be more sophisticated and competent ourselves.

Q. *Why did the Mount see a need for a special program to build awareness of minority students' needs?*

A. We have been aware, through the years, of students on both campuses who come unprepared, for any number of reasons, from the secondary schools. I don't mean to throw rocks at the secondary schools. But I do think there are challenges in some of the inner city schools that are just monumental. Some students of medium to high talent have never really had the opportunity to develop the confidence and the skills to allow them to be independent collegiate learners. What we have tried to do, and that's especially in the Doheny program, is to draw together interlinking, interlocking modules of academic and skill building programs to quickly enhance the student's growth.

We have accepted the fact that we need to educate ourselves about these important issues. The grant is intended to do that. We have begun to talk about the grant, not so much as a grant, but a program, because we don't want this effort to end when the grant ends. It's too important to the future of the college. So we're trying to get something in place that will be ongoing.

Q. *What are some specific objectives for the coming year in terms of implementing the program?*

A. The opening college faculty administrative convocation will be devoted to this theme. The keynote speaker will address this very question: The Relationships Between Learning and Ethnic Culture. That will be followed by two discussion workshops...to address questions posed by the keynote person, to delve into and raise awareness of some of the issues he has raised. We will fund faculty research and curriculum development and staff research and service development that is built out of the understandings arising from this effort. Already, this summer, seven faculty are conducting research or doing projects, very interesting ones.

Then we will have three more granting periods in which faculty can make proposals that will be reviewed and the awards will be made. And in each instance, part of the criteria for the award is to show how this goes into the mainstream of the college.

We'll have workshops for faculty, staff and administrators that will bring in, from the best we can find, people who have done a good deal of research in this area to help us understand. In each instance, the workshop will end with an application that, again, will go into the heart of the college.

So I suppose the plan is relatively simple in its effort to give opportunity to study, to share, and to deepen the college community's awareness and then to get concrete means of improving our instruction and our student service programs that take all of this understanding into account.

Against Educational Apartheid!

"Over the past ten years, Mount St. Mary's College has experienced a steady growth in enrollment of nonwhite students making it, in 1984, the independent college with the highest percentage of minority students in all of California... The best evidence of the college's commitment to deepen faculty and staff understanding of nonwhite cultures is the fact that the college has been addressing this issue for over twenty years, especially in the two-year program on the Doheny campus...where special attention can be given to academic support services that help students to gain the college-level skills they need."*—from our CAPHE proposal*

"The college's record of leadership in serving a multicultural population is already established; this project will enhance it. Reviewers rated your proposal among the strongest in this year's competition (41 awardees out of 850 potentially eligible private colleges and universities)." *—from CAPHE award letter*

"Allowing declines in minority participation to continue unchecked will return society to an elitist system of a highly educated upper and middle class, mostly white, and a seriously undereducated working and poor class, mostly nonwhite—in other words, educational and, consequently, economic apartheid."*—from 1985 American Council on Education report*

Q. *Who will administer the program?*

A. Anne Johnstone will be the coordinator of the program and of the CAPHE grant. She will work with a committee which will include several people from the academic administration, from the student development administration and faculty.

Q. *The Consortium for the Advancement of Private Higher Education commended the Mount for its established record of leadership in multicultural education. How has the Mount met needs of minority students in the past?*

A. In the Doheny program there have been significant steps taken to answer the needs of these students. The people who've been involved in that can be quite precise in the things that they're looking forward to refining.

The STEP Program (Strides Towards Eduational Proficiency) is an example. Already, Sister Joseph Adele has been going into inner city schools and working with counselors and faculty to identify students of promise and to allow those students to participate in our summer skills program at the end of their junior year, and therefore help prepare them and urge them to go to college. Many of them have.

It's not that we're starting from zero. On both campuses people have worked, have had methodologies

that enabled the student to reflect on her own culture and begin to have pride in her ancestors and in her whole cultural contribution to the country. It gives us an opportunity for a significant development in the future.

Q. *The proposal for the grant describes the Mount as "the independent college with the highest percentage of minority students in all of California." Why does the Mount attract a more culturally diverse student body than other independent colleges?*

A. We have gone with the institution of the Leadership Program. The Leadership Program was begun on the Doheny Campus by Sister Cecilia Louise. We went into Watts and into East Los Angeles and tried to identify students already recognized as leaders in their schools, civic organizations, and churches. We tried to give them a small stipend that would encourage them to come into the leadership program and to get that very valuable training.

Beyond that, we have an entry point, an entry possibility, that many colleges our size don't have. We have had now, for virtually twenty-five years, an Associate in Arts program into which students can come who perhaps have not had all of the pre-college requirements in terms of higher math, higher science, and who, perhaps do not have the GPA that would be required to enter our own baccalaureate program. There are all kinds of reasons for that. It does not mean that these students are slow or inept in college study. It might mean that they grew up late. There was too much cheerleading. It might mean that they've had to work, and have not had an understanding, supportive environment that would urge higher education.

So we have gone out, in the one instance, to look for people who have talent and this ability to be a leaven in their own community. And then, beyond that, we have this entry point that other institutions don't have.

The Sisters of St. Joseph of Carondelet were founded to respond to the needs of the time. This is now a need. Women from these ethnic groups really do need to be prepared for the church and for society, to take leadership in the future in this geographical area, in this sociological area, and this ecclesiastical area. We've tried hard to gather interest and financial support to make it possible to give them that opportunity.

Another thing is that over the years, some of the counselors in the inner city schools have directed students here because they have seen the success of the students who have come here. They do very well. A very small percentage of students who start in junior college, about 4% who begin, ever get a degree. The lowest here has been 64% and of that 64% about 70% go on to a baccalaureate degree.

Q. *What implications do you think this new program will have on recruitment and retention of minority students?*

A. Our eye is on the goal of serving the students well. We have done a pretty good job of recruiting and retaining. We have a higher percentage of minority students than any other independent college in California. I think that we've done an exceptionally good job. But you never do as well as you would like to. We haven't really turned our attention to: How do you actually turn this into a component of the education? How do you make educational use of ethnic diversity? It's not something that you tolerate or you try to overcome. It's not just a matter of accommodation. It's a more positive thing that we have to get at, an understanding.

The goal, I think, for all of us is how to serve these students better... not to try to remake them... but to really make them the best they can be, as God created them to be.

Against 'Fixed' Heroes

"In his keynote address launching our 'Unity Through Diversity' theme, Dr. Hal Fairchild cut the kite strings of our most high-flown concepts about supremacy of Western civilization. Fairchild, a UCLA psychologist and president of the national Association of Black Psychologists, challenged us to find new, more authentic attachments which will raise our quality of multi-cultural education. He called for the history of human development to be studied from a variety of cultural perspectives—away from academe's 'fixed' places and ideas."—*Anne Johnstone, director of the CAPHE grant's detailed 18-month program in faculty and staff development.*

SISTER ANNE MARIE

Tallying results of the ethnicity questionnaire distributed to faculty and administrative staff are Meriam Wilhelm, assistant dean for student development; Anne Johnstone, director of the CAPHE grant project; and Gail Gresser, coordinator of campus ministry.

Looking Ahead

New Alumnae Board

Beginning a year filled with celebration are the 1986–87 board members of the Alumnae Association.

Grace Kadner Wickersham '69, serving her second term as president, is vice president-manager of corporate planning and economic analysis for Glendale Federal Savings, formerly president of the Junior Guild of St. Anne's Maternity Hospital, and board member of the National Association of Business Economists.

Assisting Grace will be first vice president Suzan Starr-Woznicki '79, chairperson of the outstanding alumna award; second vice president Alice Andujo '79, chairperson of Founders Day and class reunions; and M. Esther Castellanos '80D, '82C as third vice president and coordinator of Doheny alumnae events. Martha Sprigg Martin '64 will serve as parliamentarian.

Continuing as alumnae editor for the MSMC magazine is Gina Poli Hsiung '80; and as treasurer, Kathleen Conner Larsen '69. The fund drive will benefit from the direction of Susan Crowe '57. Executive secretary is Margaret Sprigg Horst '58; recording secretary is Kathleen Bercaw '82; and corresponding secretary is Suzanne Weber '84.

Margaret Cleary Busher '62 will serve as the historian; and the coordinator for the Easter Egg Hunt is Bernadette Gonzaque Robert '72D. The Fashion Show chairpersons are Janet Donovan Casella and Susan Schelling Long.

Rounding out the board are trustees: Joan Cashion '79, Rosa Jimenez '84, Michelle Melanson '75, Jude Longshore Nichols '55, and Joan Weber '82. The student body presidents from each campus serve as liaison to the board.

Graphics by Michele Robinson, for alumnae mailing

SISTER ANNE MARIE

Michele Robinson BFA '77, besides being the talented alumna illustrating and designing this year's fund drive brochure, is a full time eighth grade teacher in Indio, and a graphic artist, on her own time.

Scholars Take Note

Daughters of alumnae who are accepted as incoming freshmen at the Mount for 1987–88 may be eligible for the Sister Rose de Lima Scholarship. The requirements are a high school GPA of 3.0 and outstanding achievement in extracurricular or community activities. Applications for this full tuition, renewable scholarship are available from the financial aid office.

Classics

ALUMNAE

The World by Mimeograph

My memories are of friends—new at that time, are now part of the fabric of my life. Of events—Spring Sings, candlelight caroling sessions, sorority presents, and the myriad activities that scrapbooks and reunions help me to remember. Of happenings—watching planes land at LAX from Brady Hall balcony and knowing that I'll never forget the beauty of the place; or an MUN caucus where we plotted to control the mimeograph machine and then the world. Of classes—which at the time seemed a backdrop for the friends, events, and happenings.

My four years, I now see, were a springboard for the lifetime search to learn and to experience—I'm still waiting to graduate.

Carrie Ann Skirlick Blackaller '65

Speechless on Halloween

I think being a "boarder" enhanced my special memories, sharing so much, as a part of a big family. It seems like yesterday, hearing the Sisters sing "Panis Angelicus" at Communion time... waiting for mail call with our beloved Sister Berenice... racing up the hill to make evening "check-in" time... the Christmas dinner served us by the Sisters the night before we left for our homes... the candlelight procession from our doorstep through the campus, all down the hill to the House of Studies where we had a beautiful exchange of Christmas songs with the girls who had entered the convent... and Halloween night in our freshman year when we decided to go trick-or-treating to some of the movie stars' homes near the college—then, standing speechless when handsome Richard Egan answered his door, and opened a delightful friendship through many years.

Ann Riordan Westphal '59

'36 Kathryne Hromatka Romano will be visited this year by her daughter, **Catharine Romano Gerster '63** from MN.
'37 Ann Elizabeth Scott Smith is retired after teaching and supervising music for 32 years in Irvine. She played the organ for 7 years at St. Matthew's church. She now plays for activities at the mobile home park where she lives.
'39 Muriel Gordon Mochel recently enjoyed a cruise on the Rhine and a month in Paris.

'40 Virginia Meyer Clirehugh lives in San Francisco after 30 years of moving with the army, and enjoys being near her sisters, **Marion Meyer Power '54** and **Dorothy Meyer Depew '37.**
'41 Edna Simpson Wilson has retired from the Los Altos Library and is now traveling and volunteering at the libraries in Los Altos.
'43 Margaret Weber Gray visited Ireland and Scotland with her husband and son last summer.
'45 Lois McDonald Taylor retired in '85 after raising 5 children and working for 12 years as office manager at La Reina High School in Thousand Oaks.
'45 Margaret Long shared a house for seven years with an elderly friend and now is moving to an apartment.
'46 Joan Cunningham, now director of guide publications at HBO, traveled to China recently.
'46 Virginia Brown Marovich received an achievement award from the Foothill Womens' Bowling Assn. and attended the National Women's Tournament in Orange County.
'49 Dolores Bowler Patterson attended a computer science seminar in Los Angeles and visited her family.

'50 Jeanne Kingston DiMaria is building a home for her future retirement.
'51 Gloria Mankiewicz Curtis enjoyed a four-week tour of the Orient.
'51 Mary Lou Jandro Kimmel is a chemistry technician at Pathology Medical Group in Pomona. She recently spent an interesting theater week in London.
'51 Mary Lou Hart Forbath is active in St. Cyril's Christian service and choir and has recently traveled to Vancouver and Whistler, B.C., Acapulco and the British Isles.
'51 Ella Burgett Dell enjoys traveling in her camper.
'51 Gerry Biggs McGrath is teaching music at the Los Angeles minor seminary and works with the De la Salle choir.
'51 Joyce Gisler Kelly is working at a home for emotionally disturbed girls. She and her husband recently celebrated their 35th anniverary.
'52 Helen Woodcock is the principal of St. Rita's School and teaches adult computer classes. She also breeds champion toy poodles.
'52 Eileen Micklish Hempfling and her husband visited New England last fall for their son's wedding.
'53 Gloria Day Thiele is retiring as children's librarian from Santa Maria Public Library.
'55 Kathleen Kemp teaches social studies and art at Culver City Middle School.
'55 Patricia Sanders Fontes completed an Education Masters in Administration. She teaches grades 6, 7 and 8 and was elected to a 3rd term on the Mesa Elementary School board of trustees.
'55 Kathleen McGlincy Rezzonico breeds Arabian horses and travels to Poland to buy mares. She recently saw **Lorraine Gibbons Morabito '55** and **Claire Goss Hoskinson '55** at the wedding of Lorraine's son.
'56 Pamela Brink is a professor of nursing research at the University of Iowa.
'56 Margaret Munnemann Cohen took a cruise with **Rosemary Condon Flanagan '55** and **Barbara Vaccaro Mills '56** to the Greek Islands, Turkey, Israel and Egypt.
'57 Mary Ann Odell McEveety is a Monday Catholic worker at the Hospitality House of Skid Row.
'58 Annette Laberge MacDonald is living on Lake Huron, Canada, where she is involved in her church and community and has interests in art and music.
'58 Sharon Girard went to Bali on a three-week study tour.
'58 Maureen Henn tells of trips to Palm Springs, Ireland and England.

What's Our Line?

Wouldn't we all love to know the names of the Mount photo models in these three pictures, plus on our magazine cover this issue? The 1967 calendar gives no student identification, but the MSMC magazine is eager to publish names and current information about them, and credit your research! Note: Recognizing Sister Laurentia doesn't count—just the students.

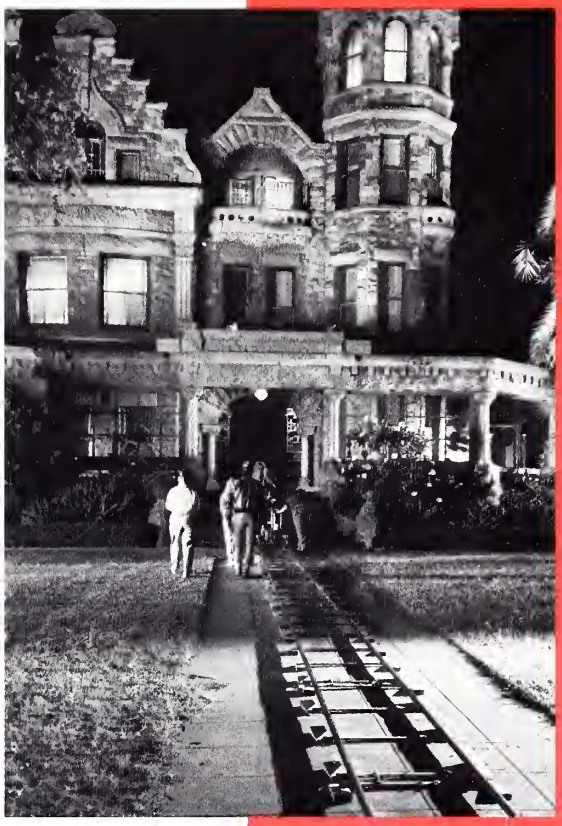
MARVIN SILVER PHOTOS

'60 Mae T. Handke Abel visited her son in Wilmette, IL last fall.
'61 Mary Collins Pizzorno and her husband are active in their Abilene, TX parish as eucharistic ministers.
'61 Margaret Cole Padilla teaches adult ESL evenings in Alhambra.
'61 Margaret Hunt is a mentor teacher with LAUSD.
'61 Betty Jordan Zarcone enjoyed brunch at the Balboa Bay Club with **Rosanna Hile '61, Linda Cox Stearns '61, Nancy Bergin Rodenhurst '61, Kathy Schott Lewicki '61, Mary D'Urso '61,** Palma Firestone, Jo Lambert Mehren, and Ann Sullivan Jacobson.
'62 Joanne Dalesandro Kruger is an officer of the Orange County Escrow Assoc. and chairman for the opening convocation and closing ceremonies of the '87 International Little League Congress.
'62 Olivia Munatones Jordan is working as a special education trainee in Carson.
'64 Colleen Gillen Azen is a biostatistician on two research studies and is serving on a review board at the National Institute of Health in Washington, D.C.
'64 Lynn Albizati Brown is attending UC Irvine's Graduate School of Management for an MBA after studying part-time for four years.
'65 Colleen Durant O'Shaughnessy is teaching English at Lynnfield High School.
'65 Nancy Reiley Morgan is establishing a day-care center for the children of young moms who are finishing their high school and vocational training. She is also chairman of a core committee planning adult education following the RENEW program.
'65 Michele Mayotte Kelly is an administrator with the North American Forum on the Catechumenate helping to implement the Religious Initiation of Christian Adults (RCIA) in the U.S. and Canada.
'66 Elizabeth de Rijk Spanhoff earned a teaching certificate in Latin in '85 and is teaching Latin in Baton Rouge.
'66 Patricia Lynch substitute teaches and is now participating in the Archbishop's Convocation.

'67 Paula Bazar-Sandling works at Children's Hospital of L.A., and also in the family business. She and her husband are both pilots.
'67 Mary Pendergest Monville volunteers for Boy Scouts at the local school and provides day-care three days a week.
'67 Karen Messina Hemenway teaches at Santa Rosa Elementary in Camarillo and also at California Lutheran University, where she teaches instrumental enrichment.
'68 Kathryn Macek is busy with community theater and church activities.
'68 Loretta Kawalec Guise is the assistant instructor of psychiatric nursing in Williamsport, PA and a commander in the Navy Nurse Corps. She recently spent 17 days on a NATO base in Iceland instructing hospital corpsmen in basic life support.
'68 Jaimie Johnson Fuller, after teaching severely handicapped students for 12 years for the L.A. County Office of Education, has moved to Maryland with her husband.
'68 Carol Huber is program coordinator for the South Whidby Center of Skagit Valley Community College in Washington.
'68 Barbara Benefiel is nearly finished with a masters in psychology at Antioch University and plans to work with Alzheimer's patients and their families.
'69 Adele Zarate Skibba is the treasurer and auditor of two PTAs, a CCD teacher and a eucharistic minister. She recently visited the Holy Land and had an audience with the Pope in Rome.
'69 Jeanne Lage Scherb teaches kindergarten in the Grange Hall where she lives in Idaho, just 60 miles from Canada. She also teaches high school remedial reading and math.
'69 Eileen McAllen Tokar is a reference librarian in South Gate.
'69 Martha Jesseman Long is involved in her boys' school, the church, Junior League and various other volunteer activities.
'69 Cheryle Brandon Browning is a California State mentor teacher and has sung on several Christian albums as one of the Maranatha Singers.
'69 Katherine Morley Winters is the director of nursing services at the AMI Medical Center of North Hollywood.
'69 Wai-Soo Wong returned from Hong Kong in '83 after working three and a half years for UPI television news. She worked in the press division of the

Reagan-Bush campaign in '84 and on the presidential inaugural committee. In '85 she joined the U.S. Senate Republican Conference where she provides television coverage for all Republican senators.

'70 Clare Stang Walsh attended the Statue of Liberty celebrations in July and then took a cruise along the New England and Nova Scotia coast.
'70 Linda Strickland Butterworth is currently working on a masters degree in adult health nursing, specializing in geriatrics.
'70 Ellen McGrane Shields is teaching the 5th grade in Dahlgren, VA.
'71 Shannon Melinda Spahr has been accepted into the graduate school of social work at the University of Iowa.
'73 Beverly Bonzon, a senior training specialist at the Manhattan Beach Center of Businessland, won the employee of the year award and also had the highest training revenue for the first quarter in the L.A. district.
'72 Mary Ann Wagoner Hudson is a recovery room nurse at Granada Hills Surgical Center.
'72 Barbara Weber Smith is the coordinator for the Conejo Valley Independent Study Program, a tutorial program for at-risk students.
'73 Olivia Castile Cormier roots for her son who plays football at USC; watch for #85!
'73 Dr. Mary Breden, assistant professor of choral music education at the University of Texas, Austin, conducts the 60-voice concert chorale and supervises the secondary choral student teachers.
'74 Kristine Kosak completed her Ph.D. in sociology in '85 at USC.
'74 Catherine Gabster Kurihara owns Gateway Travel, Inc. and is learning computer skills.
'74 Terri Marrinan Bentley is doing private consultation work at a vascular surgeon's office.
'74 Kathryn Knemeyer Gasperini is living in Washington, D.C.
'75 Cheryl Hanenberg Jackson and her husband will be stationed in Weisbaden, Germany, for three to four years.
'75 Lynn Crevier Morrisette is working in sales for Valencia Plaza Travel and teaching 4th grade CCD.



Hollywood makes tracks to Prague Residence, Doheny

And here is some photo fun for all the Doheny residents since 1962 who have lived on campus in this grand Stimson House—whether you called it by that name, or Prague Hall, or The Castle. Those tracks from the Figueroa gate to the front steps are for giving "House II" cameramen a smooth ride as they film.

The extra window enclosures on the porch are all of breakaway glass. The sound boom is picking up the footfalls of actor Arye Gross driving a would-be resident out the prism door. The front lawn becomes occupied by a division of squad cars, police, and whirling lights.

But after four nights of shooting until dawn, all the props and people were gone. The hedge was replaced. Flats of new flowers arrived for planting. And the location fees from recent filmings topped $35,000 for financial aid scholarships.

SISTER ANNE MARIE PHOTOS

Celia Gonzales Torres

'75 Angela Hawekotte is working in the tax division of Arthur Anderson & Co. A CPA, she graduated from Lovola Law School in '79.
'75D Janice Knoop Burrows is living in San Diego and studying to become a travel agent.
'75 Kathleen Haley Engeldinger is living in Sicily while her husband is stationed there.
'75 Barbara Holloway Good is training to teach remedial reading in private grammar schools.
'76 P. Terry Chamorro is a clinical nurse specialist in oncology at California Medical Center in L.A..
'76 Kathy McElwee Ferguson and her husband became active in the Retinitis Pigmentosa Foundation when her husband discovered he had the disease. She is also office manager of a real estate office.
'77 Karen Moehring Smith delights in being a full time homemaker and mother to her new son. During the summer she and her husband enjoyed an auto trip from Boston to Lake Tahoe with her folks.
'77 Marianne Heimann Dunford owns Marianne's Maternity Mart in Thousand Oaks.
'77 Theresa Lewis Harlin's book on pregnancy and childbirth was recently published.

'77 Annette Bowles Kucera is an OB-GYN nurse practitioner in Reno.
'77 Susan Gottenbos Shellooe teaches part time at St. Vincent's High School.
'78 Cecilia Sustayta Salazar is teaching at El Sereno Elementary School.
'78 Carol Cox founded a Scrabble Club in West L.A. and qualified to play in the North American Scrabble championship tournament.
'78 Margaret Roslansky McKean works part time as a school nurse and enjoys skiing and sailing.
'79 Julie Westervelt Lehmann continues to work in home health and she and her husband enjoy skiing.
'79 Debbie Deck Davis plans to open a carburetor repair shop.
'79 Joan Cashion passed her Ph.D. qualifying exams and is now working on her dissertation in communication.

'80 Rita Sequeira lives in Japan and works for a firm dealing with news media. In '85 she worked for the Japanese government as a coordinator of VIP protocol at the International Exposition.
'80 Jacqueline Ayres is a liaison nurse at Hospital Home Health Care Agency.
'80 Rene Gonsalves Curtis has just finished building a home in Lakeland, FL.
'80 Lorrayne Lay teaches in the psychology dept. at the Mount and continues her dissertation research at UCLA.
'80D Lynette Johnson Whitman moved to Illinois recently with her husband and daughter.
'81 Donna Mowell Hughes is a doctoral candidate at Nova University in Fort Lauderdale.
'81 Karen Gerber Wagner is planning graduate study for her masters in nursing.
'81 Amelia Aguirre Scudiere is a nurse on the oncology and respiratory unit at John Muir Hospital in Walnut Creek. She runs, swims and bikes to prepare for the Chico Triathalon.
'81 Marybeth Pottorff Whitney is a teacher, counselor and supporter for oncology patients.

'82D Catherine Christel is a stockbroker in New York. She travelled recently to Scandinavia, and also skied in the Rockies.
'82 Ann Bunn is working in the intensive and critical care unit at Valley Presbyterian Hospital. She is active in the Sierra Club and a sailing club.
'82D Sergia Martinez is working as a paralegal.
'83 Donna Booker is a job placement specialist for the handicapped at the Union Co. Occupational Center in Roselle, N.J.
'83 Tara Lashley Bradshaw received a masters in public health from UCLA.
'83 Janet Ramirez McCreary is working on the adolescent unit at Children's Hospital, L.A.
'83 Marisa McAtee Yeo will be an assistant head nurse on a surgical ward.
'83 Terry Rodriguez is studying for a masters in nursing.
'84 Eileen Carroll is an individual program specialist with the Orange County Assoc. for Retarded Citizens.
'85 Raul Aguilar keeps active in his hobby of sports officiating. He refereed at a first-round playoff football game in the Los Angeles City Schools 2-A playoffs last fall.

Sign In for Murder

All mystery fans of Sister Mary Helen will be delighted to know that their endearing heroine will return to the scene of the crime in *Advent of Dying*, alumna-author Sister Carol Anne O'Marie's second novel.

Set in San Francisco, as was the series opener *A Novena for Murder*, the new mystery has supersleuth Sister Mary Helen "helping" police inspectors Kate Murphy and Dennis Gallagher.

Sister Carol Anne will be at the Chalon campus to discuss her writing and autograph books: Wednesday, December 10, 4–6 p.m. in the Lecture Hall.

She's Got a Dream

by Joan Cashion '79

Celia Gonzales Torres, '58, selected as the 1986 outstanding alumna of Mount St. Mary's college, was honored on Founder's Day, October 12. In reaction to receiving the news of the award, Celia said that she feels that awards should serve a purpose. She would like to be more visible to students at the Mount, with the hope that she could serve as a role model, and convey the message, "Never let go of your dreams." She said, "I feel very proud to have been nominated. If it has been my contributions to the community that have brought me this nomination, then the honor goes to the women who taught me and helped me integrate mission and ministry."

From grammar school through college Celia was educated by the Sisters of St. Joseph of Carondelet. She was a member of the last 5th grade at St. Mary's Academy Grammar School. Celia continued on to St. Mary's Academy High School, and then to the Mount, where she majored in sociology. She had intended to pursue a master's degree in social work, but instead chose to marry Julio Torres and concentrate on raising their five children. As Celia says, "Times were different then." However, she never lost sight of her goal of returning to school, and in 1980 she fulfilled that dream by receiving her master's degree in social work from USC.

Her most recent decision has been to return to school for a Ph.D. in Education at UCLA. Celia has begun taking courses at UCLA and hopes to begin full time in the program in winter or spring quarter. Celia notes that the Hispanic family is in transition, and she is interested in the effects that this has on learning and education. Pursuing the doctoral degree and this avenue of study will enable her to bring together her experiences with women, children, and family. Celia places great faith in God and chooses to see what we might call coincidences as examples of God's plan in action. She said that she always knew, somehow that she would have a Ph.D. before she was 55, and it appears that this indeed will come to pass.

In addition to her work with her family and her school, Celia has served as president of the Miraleste High School PTA, as a member of the regents council of Mount St. Mary's since 1981, as a member of the board of the Richstone Center for the Prevention of Child Abuse, and the task force to respond to the Bishops' Pastoral on Women. She was instrumental in founding Los Amigos de la Humanidad, a support group for the USC School of Social Work. One of the achievements of which she is most proud is her work with the National Network of Hispanic Women. She has served as national chair since 1983.

Last year Celia traveled to Nairobi for the nongovernmental meeting for the closing of the United Nations decade on women. She had wanted to go to Mexico City in 1975 when the decade was opened officially, but felt that at that time her responsibilities lay with her family. Her children were 9 through 16, and it was summer time. Again, she did not lose sight of her dream, but pocketed it away, so when the time came for the conference in Nairobi, she decided to go and to take her youngest daughter with her.

Throughout her life Celia Gonzales Torres has exemplified the ideal of Mount St. Mary's—a commitment to family and friends, to education, to her community, and to those less fortunate. Celia's philosophy is simple but profound, "I learned I have one statement to make and that I do with my life." This belief has driven her to excel in the areas in which she has worked, despite often not knowing about what lay ahead. A basic motto she subscribes to can serve as a reminder to all of us, "Sometimes you just have to hold your nose, close your eyes, and dive in."

The Bride, at Home *in Korea, Land of the Morning Calm, according to Beth Colbert:*

In late August Beth and Eric Moline had an extended honeymoon in Seoul, until Eric's first performance with the National Philharmonic there. Eric is also teaching the trombone privately—with one student a member of the army band.

Beth is coordinator of HART, Health Advisory and Referral Team of English-speaking medical practitioners. Besides working for a Korean American pediatrician, she assists a nurse midwife, American-trained in South Carolina. Among the several infants she has delivered, Beth recalls one born in a Korean county home using some enforced ob/gyn "traditional techniques." Both the Seoul Foreign and the British Embassy schools claim Beth as their school nurse.

Together the young couple have moved in with The Cho family, enjoying their friendship, their "some"-English, and hands-on privileges in their garden. The Molines have even been entertained at the American Embassy. Three nights a week, they study Korean and still have time for RICA discussions (Rite of Indoctrination of Catholic Adults).

The Ed Colberts of Brentwood say, "Beth is rapidly assimilating the professional and social and religious entreś open to her in Seoul." What is that Korean word for "fast forward?"

BETH COLBERT

Improvised nursing caps and antics at the summer wedding shower for Beth Colbert: left to right, from the BSN's of 1985—Mary Tetlow Moerner, Denise Donegan, Theresa Palazzo Trujillo, Maggie Chambers, Jennifer Armer, and the alumnus/patient Roger Riedel.

CAROL DVORAN LANCASTER

Carol Dvorak Lancaster, music alumna '67, will return to the college theater April 12 in one of the alumnae series concerts. A resident of Simi Valley, Lancaster teaches piano privately in her studio, but also performs frequent concerts. The Mount has kept up with Lancaster's performances because she never fails to credit the college where she was degreed, and some reader will invariably clip and mail the newspaper account.

Her Sunday afternoon recital here will include Beethoven's Sonata in E-flat, Op. 27 No. 1, and music by Rachmaninoff, Chopin and Ravel.

Leadership Alums Networking '76 to '86

Ten years later, and on...

Graduates who participated in the Women's Leadership Program continue to network and assist with learning activities for students currently in the program.

With the guidance of leadership program director Cheryl Mabey, leadership graduates have organized NETWORK, as a framework for their activities.

NETWORK's October dinner at the Doheny mansion had the extra goal of raising additional monies for the Ellen Gabel Proyous memorial fund.

Initiated by Ellen's alumnae friends following her death, the fund's purpose is to provide financial assistance for a student interested in a political science experience such as the semester in Washington, D.C., or an internship in Sacramento.

Besides the evening's networking and renewing of friendships, net proceeds were $340 toward the experiential learning fund.

LEADERSHIP FILE

Stephanie Little

Sister Anne Davis, CSJ; Gloria Mucino

1979 graduates, founders of Network: left to right—Susan Henderson, Kathleen Centola, Cindy Barnes, Alice Andujo, Valerie Holcomb, Natalie Harris, Laura Cuddy, Mary McAlea, Joan Cashion, Carol Dorgan

Suzanne Weber, Lisa Kimble

Ann Hagstrom, Teresa Buoye, Cindy Barnes

Beth Coyne, Theresa Vandepas, Lillian Hernandez

Two By Two

The members of the Alumnae Association extend best wishes to the following alumnae and their husbands:

'77 Patricia Thompson Sachs to Joseph Cross Thomas
'83 Sharon Marie Wenger to Gary H. Brummitt

By-Lines

The members of the Alumnae Association extend congratulations to the following alumnae and their spouses at the birth of their children:

'68 Patricia Therese to Maureen Brindley Eaton
'69 Kelly Jeanne to Carroll McHugh Brittain, 4th child, 3rd daughter
'71 Kara Christine to Darlene Fernecz Cunzeman, 2nd child, 1st daughter
'71 Elizabeth to Susan Trinkaus Villa, 2nd child, 2nd daughter
'77 Brittany Diane to Diane Ormsby Carter, 2nd child, 2nd daughter
'78 Caroline Deverall to Eileen Ferris Balme, 2nd child, 2nd daughter
'78 Christopher Michael to Nancy Crawford Seck
'80 Jason Daniel to Susan Benedict Farley, 1st daughter
'81 Karina Marie to Brazaleen Pittman Lyons, 1st child
'81 Sara Elizabeth to Mary Costa Pietrowski
'82 Rita-Jo and Steven, twins, to Rubutte Mayo Cruz
'82 Nicholas to Anneliese Mutz Ediss, 1st child
'82D Jonathon to Kathleen Sheedy-Carrano

Requiescant

The prayers of the Alumnae are asked for the repose of the souls of:

'36 Frances McDermott Cooley
'38 the brother of Margaret Johnson Prindle
'52 the mother of Joan Murphy Maechling
'56 the son of Barbara Book Baxter
'60 the father of Sue Ekberg Laszloffy
'61 the father of Diane Souva Haggerty
'67 the father of Melody King Chasen
'67 the father of Mary Ann Strouts Rakiey
'70 the father of Mary Ellen Gormican
'83 the father of Lillian Hernandez

They have been enrolled in the Jesuit Seminary Association.

Sister William Flanagan, chairman of the college advisory board, 1941–47.

Sister Rose de Lima Lynch, professor emerita in classical languages and education; academic dean, 1943–55; alumnae moderator, 1956–78; education chairman, 1957–63.

SISTER ANNE MARIE

Mrs. Alice Aldworth, one of the table hostesses at the Regents Founders Ball, takes count with Sister Magdalen that the successful event was attended by 230 other regents and their friends. Net proceeds have been added to endowed scholarship funds.

SISTER ANNE MARIE

Mexican Independence Day was about the earliest intercultural experience of the season—complete with Susan In and Yvette Castro dancing on tables in the campus center, besides mariachi music and a Mexican menu. Susan and Yvette, both sophomores, are the elected representatives for the college commuter students.

Leadership

Board of Trustees

Sister Cecilia Louise Moore, *Chairman*
Helen S. Astin
Charles F. Bannan
Sister Magdalen Coughlin
Jerome E. Farley
Sister Catherine Therese Knoop
Sister Catherine Marie Kreta
Most Reverend William J. Levada
J. Thomas McCarthy
Sister Kathleen Mary McCarthy
David L. McIntyre
Frank R. Moothart
Sister Judith S. Murphy
Rosemary Park
Sister Mary Allen Rosholt
Sister Marie Loyola Sanders
Marjorie D. Wagner
Sister Mary Williams
Sister Barara Joseph Wilson

Chartered in 1925, the college is sponsored by the Sisters of St. Joseph of Carondelet.

Regents Council

Peter Keller, *Chairman*
Alice K. Aldworth
Charles F. Bannan
William H. Butler
Jerome C. Byrne
Barbara Casey
John D. Castelluci
Gordon Cooper
Florence F. Courtright
Marina Day
Joseph S. De Vita, Jr.
William H. Elliott
Michael A. Enright
Jerome E. Farley
Daniel J. Gayton
George Gibbs, Jr.
J. W. Hawekotte
Eloise Martinez Helwig
Mary T. Hesburgh
Roger K. Hughes
Jane Luecke Johnson
Margaret Wick Keller
J. W. Kennedy, Jr.
Ruth Le Sage
Monica Spillane Luechtefeld
Gene E. Lynn
Lola McAlpin-Grant
David L. McIntyre
Mary Lou Melanson
Frank R. Moothart
Caroline W. Nahas
George L. Nicholas
Mark Rubin
Richard F. Schmid
George Slaff
John L. Sullivan, Jr.
Barbara Boyle Sullivan
John P. Sullivan
Jack A. Sweeney
Julia D. Thomas
Celia Gonzales Torres
J. R. Vaughan
C. J. Ver Halen
Dorothy Lieb Von der Ahe
Maryanne Weiss

Counselors to the President

Martin J. Burke
Peter H. Dailey
Thomas A. Emmet
Richard M. Ferry
Lynda Fluent
Martin Gang
Donald H. Hubbs
Shirley Hufstedler
William T. Huston
Harvey Korman
Edward Landry
Suzanne Mayer Mackel
Albert C. Martin
Cyril C. Nigg
Joan Palevsky
Edward J. Spillane

A Student for the Mount

Please take a moment to think of someone who would benefit from the opportunities available at Mount St. Mary's. The admissions staff will send information on the special advantages of the Mount.

Student's Name

Address

State Zip

Phone ( ) Year of Graduation

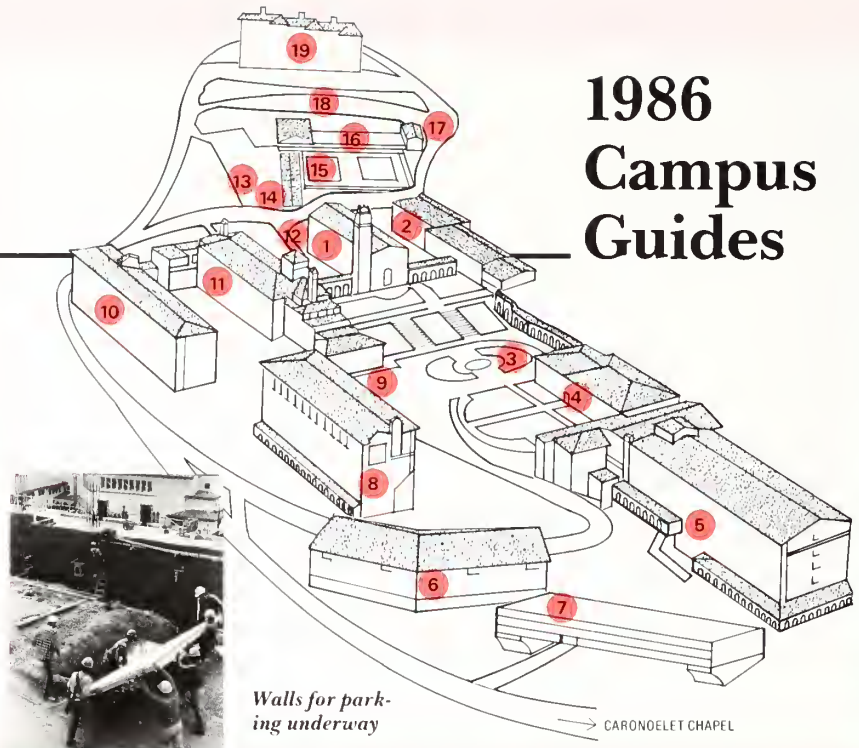
Name of High School

Name of College (if transfer candidate)

Area of Academic Interest

Alumna Name (please print)

1986 Campus Guides



Walls for parking underway

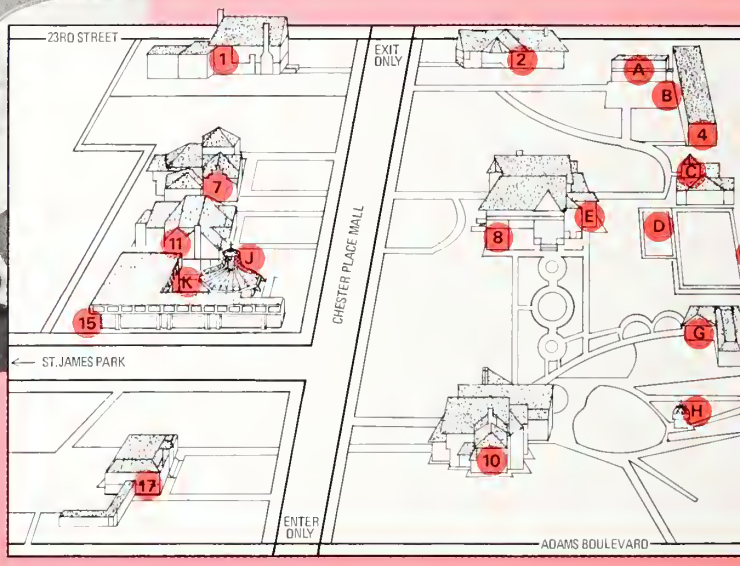
Faculty residences, #19 on Chalon map ▶

Chalon Campus

1. Mary Chapel
2. Rossiter Hall
3. The Circle
4. Administration Bldg.
5. Humanities Bldg.
6. Art Bldg. & Gallery
7. Parking structure
8. Coe Library
9. Visitors & Handicapped parking
10. Carondelet Hall
11. Brady Hall
12. Parking
13. Parking
14. Maintenance & Apartments
15. Tennis Courts
16. Swimming Pool
17. Athletic Office & Weight Room
18. Parking
19. Faculty residences

SISTER ANNE MARIE PHOTOS

The big push into the Mount's first parking structure; with nursing majors Christine Ryan and Caroline Felix.



◀ *Easy parking for cyclists in McIntyre patio, #15-J Doheny map*

Completed ▶ stained glass, chapel at Doheny, #J

Doheny Campus

1. Bldg. 1*
2. Bldg. 2/Religious Studies
- A. Lecture Hall
- B. Patio
4. Classrooms & Library
- C. Bookstore & Lounge
- D. Pool & Tennis Court
7. Bldg. 7/Student Services
8. Bldg. 8/Doheny Hall
- E. Pompeian Room
- F. Prague Hall
- G. Art Studios
10. Bldg. 10/Administration
- H. Gazebo
11. Bldg. 11/Food Service
- J. Our Lady of Mercy Chapel
- K. Donohue Conference Center
15. McIntyre Hall
17. Bldg. 17/Child Development Ctr.

**Chester Place continues to identify homes by their turn-of-the-century address numerals—as, "Eight Chester Place" is still the prestigious address of the Edward L. Doheny home, also called "Bldg. 8."*